

Welcome to this Collaboration of:
 The Menominee Indian School District
 The Pulaski Community School District
 Cooperative Education Service Agency No. 8
 Advocates for Healthy Transitional Living, LLC

Presenting

PROMISING TRAUMA SENSITIVE SCHOOL PRACTICES IN NORTHEASTERN WISCONSIN

Trauma Informed Care

Menominee Indian School District
 Keshena Primary School

Ryan Coffey (2nd Grade Teacher)
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Natalie Young (Guidance Counselor)
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Implementation of TIC

- Our district was chosen for a SAMSHA grant based on need for Trauma Informed Care.
- Started with establishing a TIC Team
- Training of Staff:
 - Guest Speakers
 - Book Study: *Help For Billy* by Heather Forbes

What is Trauma?

"Exposure to repetitive or severe events such as child or domestic abuse, is likely to cause the most severe and lasting effects."

"Trauma can also occur absence of physical or emotional care...from significant others, particularly in children."

(International Society for the Study of Trauma and Dissociation, 2009)
 Trauma Informed Care Stakeholders Group Training Subcommittee

Impact of Trauma

Activation of Survival Responses:

- Fight (students act out in aggressive ways)
- Flight (students run)
- Freeze (students shutdown)

During a survival response all rational thinking is shut down. No Learning can take place.

(Heppner, 2009) Trauma Informed Care Stakeholders Group Training Subcommittee

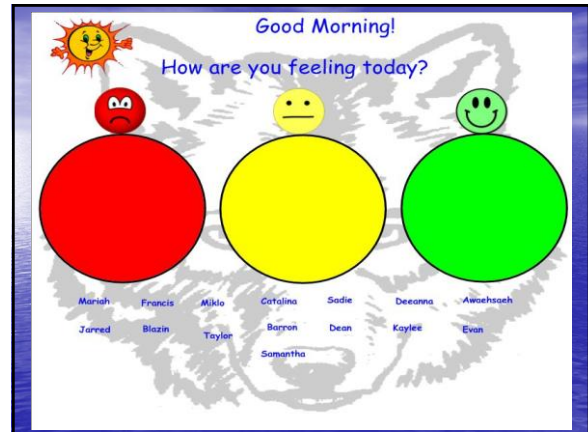
Goals of KPS Trauma Informed Care Model

- Educate students on emotions/feelings and how to deal with them.
- Teach students positive coping skills.
- Provide a safe and stable environment.
- Build a support system for students so they know who they can go to in times of need.
- Avoid any re-victimization of trauma and focus on healing.

Trauma Informed Care at KPS

The goal is to focus on regulation of emotions.

- Morning Mood Check In
- Meditation/Relaxation
- Safe Zone
- Sakom Room
- Teacher Mentors for Students



Early Results

September Sakom Room Data

- 73 Students Utilized Sakom Room
- 11 Repeat Students

Questions? Comments?

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Pulaski Trauma Sensitive Schools

Lisa Misco, Director of Student Services
Nicole Borley, High School Associate Principal
Paula Vanderlinden, School Counselor



PULASKI COMMUNITY
SCHOOL DISTRICT

FOUNDED ON TRADITION AND PRIDE, FOCUSED ON EXCELLENCE



PULASKI COMMUNITY
SCHOOL DISTRICT

FOUNDED ON TRADITION AND PRIDE, FOCUSED ON EXCELLENCE

Student Services Team

- Mental Health Taskforce
- Professional Development
- Community resources
- Action focused

Lets talk
about it



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Champions group

- An interest in action
- Knowledge and awareness
- Strategies for helping students in need

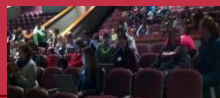


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Professional Development

- Staff training materials and in-services focused on awareness and intervention strategies
- Poverty
- Transition Sensitive Schools
- Tour of the Oneida Nation and their unique educational needs



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Additional Strategies

- Blog
- Twitter
- Community Outreach

60 seconds from
Student Services



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THE BRAND NEW DAY ALTERNATIVE EDUCATION MODEL:

A COLLABORATIVE APPROACH

WHO ARE THESE GUYS...?

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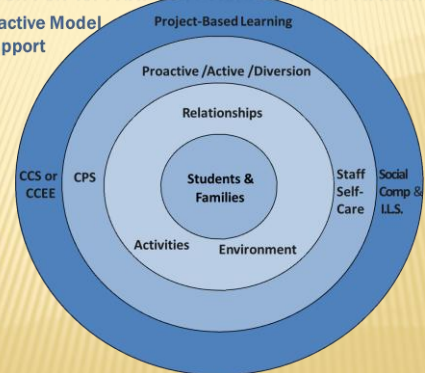
RESILIENCY

"The presence of protective factors, particularly safe, stable and nurturing relationships, can often mitigate the consequences of early childhood adversity."
(Relationships, environment, activities)

Ross W. Greene Ph.D.

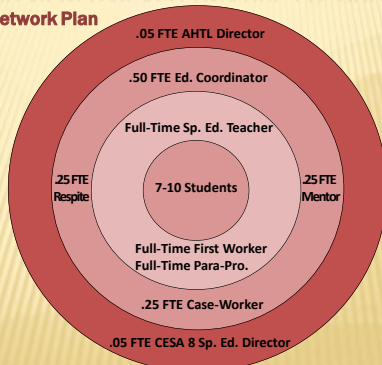
BRAND NEW DAY ALTERNATIVE ED. PROGRAM

Interactive Model
of Support



BRAND NEW DAY ALTERNATIVE ED. PROGRAM

Staff Network Plan



BRAND NEW DAY ALTERNATIVE ED. PROGRAM

OUTREACH SERVICES

- ✦ Learning Environment Assessment and Consultation
- ✦ Parent and Staff Consultation/Training
- ✦ School Success Coaching/Tutoring
- ✦ TSS Awareness Training
(Dept.'s School, District, Agency, Comm. Groups)
- ✦ School/Community Partnering & Networking

WORKING WITH AT-RISK YOUTH

- ✦ Trauma Informed Care ~ Compassionate Schools
- ✦ Relationships ~ Collaboration
- ✦ Whole-Brain ~ Project-based Learning
- ✦ Permanency ~ Least Restrictive Environment

THE DRIVING QUESTION...

**WHY AREN'T WE
WORKING
TOGETHER MORE?**

CREATING PERMANENCY BY KEEPING KIDS IN THEIR SCHOOLS

- ✦ Building and working with comprehensive community teams
 - + Schools, counties, children and families, providers
 - + Working toward the development of informal supports
 - + One plan that keeps everyone pointed in the same direction
 - + Everyone is supported and heard
 - + Everyone is aware of each other's roles

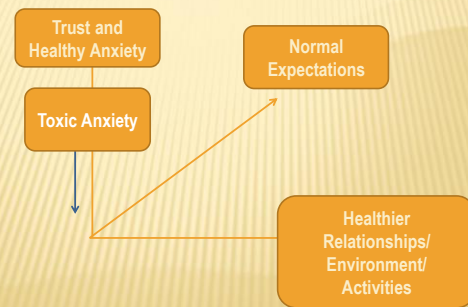
SCHOOL'S ROLE

- ✦ Active member of a healing team that contributes to the permanency of children rather than a passive recipient of information from others

TRAUMA SENSITIVE

Moving from Trauma Sensitive Schools
to
Trauma Sensitive Communities

SIMPLY STATED...



THREE AREAS

Proactive Plan

- Predict
- Plan
- Practice

Active:

Normal Expectations

Diversion Menu:

Healthy Relationships/Environment/Activities

CHANGING OUR MINDSET

- | | |
|--|---|
| ❖ What's wrong with this child?
(Pathology or Disability Mindset) | ➤ What happened (or is happening) w/ this child?
(TIC or TSS Mindset) |
| ❖ Follow rules /Do Work => Good Relationship
(Behavioral Mindset) | ➤ Good Relationship => Good Work & Compliance
(Relational Mindset) |
| ❖ Who is responsible / capable for intervention?
(Expert Mindset) | ➤ What can I offer to intervention?
(Collaborative Mindset) |
| ❖ Where will resources (money) come from?
(Resource Driven Mindset) | ➤ How can we all share our resources more
efficiently & effectively?
(Outcome Driven Mindset) |

FOR MORE INFORMATION ON CREATING TRAUMA-SENSITIVE SCHOOLS

❖ Toolkit: http://sspw.dpi.wi.gov/sspw_mhtrauma

❖ Contact:

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- ❖ **Sara Daniel**, School Based Services Coordinator
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Sara provides training & consultation on trauma-sensitive schools & direct service to children & families to support success at school
- ❖ **Christine Dunning**, University of Wisconsin-Milwaukee
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Chris provides training, education & consultation on trauma & trauma-sensitive schools

ANY QUESTIONS???

